

Year 3/4 Long Term Curriculum

	Autumn 1 6 weeks, 4 days	Autumn 2 7 weeks, 2 days	Spring 6 weeks, 2 days + 4 weeks, 4 days		Summer 1 5 weeks, 4 days	Summer 2 7 weeks
Theme	Excellent Egyptians	Incredible Inventions	The Settling Saxons and Vicious Vikings		Eurovision (Our European Neighbours)	What's the Matter?
Core Texts	Fiction – Secrets of a Sun King Non-fiction – The Legend of Tutankhamun	Fiction – Charlie and the Chocolate Factory Non-fiction – The History of the Computer: People, Inventions and Technology that Changed our World	Fiction – How to Train Your Dragon Non-fiction – The History Detective Investigates: Anglo-Saxons		Fiction – Skysteppers Non-fiction – Discover and Learn - Europe	Fiction – Harry Potter and the Philosopher's Stone Non-fiction – Science in a Flash: States of Matter
Visual Stimuli	The Prince of Egypt	The Iron Giant	How to Train Your Dragon		Cloudy with a Chance of Meatballs	Elemental
English: Fiction	<ul style="list-style-type: none"> Story in an unfamiliar setting based on The Girl with the Rose Red Slippers 				<ul style="list-style-type: none"> Character and setting descriptions 	<ul style="list-style-type: none"> Author study
English: Non-fiction	<ul style="list-style-type: none"> Newspaper report 	<ul style="list-style-type: none"> Persuasive writing Explanation text 	<ul style="list-style-type: none"> Instructions Newspaper report Classic poetry 		<ul style="list-style-type: none"> Non-chronological report 	<ul style="list-style-type: none"> Explanation text
English-Poetry	<ul style="list-style-type: none"> Structured Poetry 				<ul style="list-style-type: none"> Performance Poetry & Free verse 	
Maths (Year 3)	<ul style="list-style-type: none"> Number – Place Value (1-3) Number – Addition and Subtraction (4-6) 	<ul style="list-style-type: none"> Number – Addition and Subtraction (7-8) Number – Multiplication and Division A (9-12) 	<ul style="list-style-type: none"> Number – Multiplication and Division B (1-3) Measurement – Length and Perimeter (4-6) 	<ul style="list-style-type: none"> Number – Fractions A (7-9) Measurement – Mass and Capacity (10-11) 	<ul style="list-style-type: none"> Measurement – Mass and Capacity (12) Number – Fractions B (1-2) Measurement – Money (3-4) 	<ul style="list-style-type: none"> Measurement – Time (5-7) Geometry – Shape (8-9) Statistics (10)
Maths (Year 4)	<ul style="list-style-type: none"> Number – Place Value (1-4) Number – Addition and Subtraction (5-6) 	<ul style="list-style-type: none"> Number – Addition and Subtraction (7) Measurement – Area (8) Number – Multiplication and Division A (9-11) 	<ul style="list-style-type: none"> Number – Multiplication and Division B (1-3) Measurement – Length and Perimeter (4-5) Number – Fractions (6) 	<ul style="list-style-type: none"> Number – Fractions (7-9) Number – Decimals A (10-11) 	<ul style="list-style-type: none"> Number – Decimals A (12) Number – Decimals B (1-2) Measurement – Money (3-4) 	<ul style="list-style-type: none"> Measurement – Time (5-6) Geometry – Properties of Shape (7-8) Statistics (9) Geometry – Position and Direction (10-11)
Science	<u>Working scientifically</u> Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.2 setting up simple practical enquiries, comparative and fair tests					

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	<p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>					
	<p>Animals Including Humans – Are These Your Teeth?</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>It's Electric</p> <p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Living Things and their Habitats – Help our Habitats</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Living Things and Their Habitats – Name that living thing</p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Sound – Listen Up</p> <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>State of Matter Scientist</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
<p>PSHE Year 3 Curriculum</p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Accept the views of others and understand that we don't always agree with each other. 	<p>Valuing Difference</p> <ul style="list-style-type: none"> Give examples of different community groups and what is good about having different groups. 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Explain how to make a situation less risky or not risky at all. Understand why medicines can be helpful or harmful. 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Describe what makes a positive relationship and things that make a negative relationship. 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Describe ways of checking whether something is a fact or just an opinion. 	<p>Being My Best</p> <ul style="list-style-type: none"> Recognise a skill or talent that I've developed and the goal-setting that I've already done (or plan

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	<ul style="list-style-type: none"> Give ideas about how to be a good friend how to make up with a friend if we've fallen out. 	<ul style="list-style-type: none"> Give examples where respect and tolerance have helped to make our classroom a happier, safer place. 	<ul style="list-style-type: none"> Understand about keeping personal details safe online and why this is important. Explain why information online might not always be true 	<ul style="list-style-type: none"> Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. 	<ul style="list-style-type: none"> Understand how to help the people who help me, and give examples. 	<p>to do) in order to improve it.</p> <ul style="list-style-type: none"> Give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.
<p>PSHE Year 4 Curriculum</p>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> Describe how I can tell a person is feeling worried just by their body language. Describe what to do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive. 	<p>Valuing Difference</p> <ul style="list-style-type: none"> Describe ways that people are different besides how they look, including religious or cultural differences. Explain why it's important to challenge stereotypes that might be applied to me or others. 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities) Understand that people have choices about whether they take risks. Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions. 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Label some parts of the body that only boys have and only girls have. Describe how some parts of the body change during puberty including female menstruation. Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Know who can get married and how old they have to be and I explain why people get married. 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me. 	<p>Being My Best</p> <ul style="list-style-type: none"> Give examples of different things that I do already that help to me keep healthy. Give examples of some of the things that I do already to help look after my environment.
<p>RE</p>	<ul style="list-style-type: none"> I can reflect on my ideas. I can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry. Raise and suggest answers to questions of morality and values Discuss and consider why some people have religious beliefs and why some people reject religion or have no religion Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others 					
	<p>Enquiry: What is the Trinity?</p> <ul style="list-style-type: none"> Know the Biblical origins of Christian 	<p>Enquiry: How do people express commitment to a</p>	<p>Enquiry: What is philosophy? How do people make moral decisions?</p>			<p>Enquiry: How do religious groups contribute to society?</p>

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	<p>teachings of the Trinity.</p> <ul style="list-style-type: none"> Know different types/genres of writing within the Bible. Know how Christian baptism uses and expresses the doctrine of Trinity. Know that Christians believe in one God, who is described as the Trinity (Father, Son, Holy Spirit). Know that Christians believe in Jesus: as God incarnate, also known as the Son of God. 	<p>religion/worldview in different ways?</p> <ul style="list-style-type: none"> Know the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. Know some similarities and differences in how people practise and express beliefs about commitment. 	<ul style="list-style-type: none"> Differences between knowledge, belief and opinion. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Utilitarianism or Hedonism as a way of making moral decisions. 			<ul style="list-style-type: none"> Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..." Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty). The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. The role of the Hindu community in charity work as an expression of dharma. e.g. Sewa UK, Bochasanwasi Shri Akshar Purushottam Swaminarayan Sanstha. The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins.
<p>PE</p>	<p><u>Historical knowledge and skills repeated throughout the year</u> Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>					
<p>Coach Led: Gymnastics</p> <ul style="list-style-type: none"> Explain what happens to my body when I exercise and how this helps to make me healthy. Plan and perform sequences with a 	<p>Coach Led: Dance</p> <ul style="list-style-type: none"> Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate 	<p>Coach Led: Hockey</p> <p>Teacher Led: Tennis</p> <ul style="list-style-type: none"> Begin to develop racket and ball control skills. Explore rallying with a partner using a forehand. 	<p>Coach Led: Athletics</p> <ul style="list-style-type: none"> Demonstrate the difference in sprinting and jogging techniques. Explain what happens in my body when I warm up. 	<p>Coach Led: Athletics</p> <ul style="list-style-type: none"> Demonstrate the difference in sprinting and jogging techniques. Explain what happens in my body when I warm up. 	<p>Coach Led: Outdoor Adventure</p> <ul style="list-style-type: none"> Accurately follow and give instructions. Confidently communicate ideas and listen to others. 	

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	<p>partner that include a change of level and shape.</p> <ul style="list-style-type: none"> • Provide feedback using appropriate language relating to the lesson. • Safely perform balances individually and with a partner. • Watch, describe and suggest possible improvements to others' performances and my own. • Understand how body tension can improve the control and quality of my movements. <p>Teacher Led: Fundamental Skills</p> <ul style="list-style-type: none"> • Change direction quickly under pressure. • Explain what happens when I exercise. • Identify when I was successful and what I need to do to improve. • Link hopping and jumping actions with other fundamental skills. • Work with others to complete skipping challenges. • Demonstrate good balance and control when performing other fundamental skills. • Understand and demonstrate how and 	<p>language relating to the lesson.</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli relating to character and narrative. • Use changes in timing and spacing to develop a dance. • Use counts to keep in time with others and the music. • Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • Show respect for others when working as a group and watching others perform. <p>Teacher Led: Ball Skills</p> <ul style="list-style-type: none"> • Accurately use a range of throwing techniques to throw to a target. • Catch different sized objects with increasing consistency with one and two hands. • Consistently track the path of a ball that is not sent directly to me. • Dribble a ball with increasing control and co-ordination. • Persevere when learning a new skill. • Provide feedback using key terminology and understand what 	<ul style="list-style-type: none"> • Begin to return the ball using a forehand. • Begin to return the ball using a backhand • learn how to score and use simple rules. • Work cooperatively with others to manage and control a game. 	<ul style="list-style-type: none"> • Identify when I was successful and what I need to do to improve. • Jump for distance with balance and control. Throw with some accuracy and power to a target area. • Show determination to improve my personal best. • Support and encourage others to work to their best. <p>Teacher Led: Netball</p> <ul style="list-style-type: none"> • Develop passing and moving and play within the footwork rule. • Use a variety of passes to move towards a goal. • Develop movement skills to lose a defender. • Defend an opponent and try to win the ball. • Develop shooting action. • Apply skills and knowledge to play games using netball rules. 	<ul style="list-style-type: none"> • Identify when I was successful and what I need to do to improve. • Jump for distance with balance and control. • Throw with some accuracy and power to a target area. • Show determination to improve my personal best. • Support and encourage others to work to their best. <p>Teacher Led: Rounders</p>	<ul style="list-style-type: none"> • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. • Reflect on when and why I was successful at solving challenges. • Work collaboratively and effectively with a partner and a small group. <p>Teacher Led:</p>
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	when to speed up and slow down when running.	I need to do to improve.				
Geography	Geographical knowledge repeated during the year including Locational knowledge Place knowledge Human and Physical geography Geographical skills and framework					
		Map Features <ul style="list-style-type: none"> Know how to use a map to find physical and human geographical features. Know how to use contents/index of a map to find relevant information. Know how to use a key to show features on a map. Know what latitude and longitude mean. Know how to locate hemispheres and tropics. 	Settlements <ul style="list-style-type: none"> Know how settlers used the land. Know what resources are/were available to settlers. Know what resources or aspects were essential, desirable or unwanted to settlers. Know how the land was used in different settlements. 	Rivers and Europe <ul style="list-style-type: none"> Know a range of European countries. Know differences and similarities between a UK region and a European region. Know how to locate the key rivers of the world including Europe. Know how to explain the water cycle. Know the key features of a river system. Know the ways rivers are used. 		
History	<u>Historical knowledge and skills repeated throughout the year</u> To know the achievements of the period Key locations of the historical period Religious beliefs during this period. The role of archaeologists to learn more about historical events					
	Ancient Egyptians <ul style="list-style-type: none"> Know when the Ancient Egyptian Civilisation occurred and the key locations, Know what sources of evidence have 		The Anglo-Saxons <ul style="list-style-type: none"> Know significant events of Anglo-Saxon history and when they occurred. Know how Britain was divided up by the Anglo-Saxons. 	The Vikings <ul style="list-style-type: none"> Know how the Vikings are connected with the Saxons up to the death of Edward the Confessor. Know about the resistance by Alfred 		

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	<p>survived and how they were discovered</p> <ul style="list-style-type: none"> • Know what Ancient Egyptians believed about life after death and how we know. • Know what Ancient Egypt had in common with other civilisations from that time. • Know how to use evidence to find out what life was like for men, women and children. 		<ul style="list-style-type: none"> • Know how religion changed in Anglo-Saxon Britain and how we know this. • Know how and what archaeologists learned about Anglo-Saxons and Ancient Benin. • Know why and how the Anglo-Saxons invaded Britain. 	<p>the Great and Athelstan, first king of England.</p> <ul style="list-style-type: none"> • Know why the Vikings raided Iona and Lindisfarne. • Know how sources and evidence can be used to challenge the reputation of the Vikings. • Know the chronology of how the Vikings tried to take over the country. 		
Computing	Purple Mash Unit 3.1 Coding 6 lessons	Purple Mash Unit 3.2 Online Safety 3 lessons Purple Mash Unit 3.4 Touch Typing 4 lessons	Purple Mash Unit 3.5 Email 6 lessons	Purple Mash Unit 3.6 Branching Databases 4 lessons	Purple Mash Unit 4.5 Logo 4 lessons	Purple Mash Unit 4.3 Spreadsheets 5 lessons
Art	<p>Skills and knowledge repeated throughout the year: Improve their mastery of art and design techniques, including drawing, painting and sculpture. To create sketchbooks to record their observations and use them to review and revisit ideas.</p>					
		<p>Drawing: Power Prints</p> <ul style="list-style-type: none"> • Develop an awareness of composition in drawing and combine media for effect when developing a drawing into print. • Develop practical knowledge regarding methods and techniques, media and materials and formal elements (line, tone, shape, colour, form, pattern and texture). 			<p>Painting and Mixed Media: Light and Dark</p>	<p>Sculpture and 3D: Mega Materials</p>

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		<ul style="list-style-type: none"> • Know about great artists, architects and designers in history. • Consider the meaning and interpretations behind works of art that they study and explore artists' materials and processes. 				
<p>DT Skills and knowledge repeated throughout the year: Design: Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking and drawings.</p>						
	<p>Context: Design and make an Egyptian collar using textiles and simple sewing stitches.</p> <p>Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.</p> <p>Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques.</p> <p>Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p>	<p>Context: Plan and make a Medieval Pottage (vegetable soup) as a meal for a peasant.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.</p> <p>Demonstrate how to prepare simple dishes safely and hygienically without using a heat source.</p>	<p>Context: Design and make a Viking catapult.</p> <p>Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely.</p> <p>Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p>			

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	Sew, weave or knit using a range of stitches.		<p>Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking.</p> <p>Carry out finishing techniques that have been modelled by the teacher.</p>			
Music	<p>Knowledge and skills throughout the year:</p> <p>Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p> <p>Listening Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Recognise the style of music you are listening to. Discuss the structures of songs. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words</p> <p>Singing Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing.</p> <p>Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p> <p>Improvising Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression.</p> <p>Composing Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Performing Use the structure of the song to communicate its mood and meaning in the performance. Understand how the individual fits within the larger group ensemble. Reflect on the performance and how well it suited the occasion.</p>					
	<p>R'n'B and Other Musical Style How does music bring us closer together?</p> <ul style="list-style-type: none"> • Sing in two parts. • Using glockenspiels and/or recorders, play instrumental parts accurately and in time. 			<p>Exploring and Developing Playing Skills Using the Glockenspiel What stories does music tell us about the past?</p> <ul style="list-style-type: none"> • Sing in two parts. • Using glockenspiels and/or recorders, play instrumental parts accurately and in time. 		

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	<ul style="list-style-type: none"> Using glockenspiels and/or recorders, play the easy part (F, G and C). Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening. Compose a simple melody using simple rhythms, and use as part of a performance. 			<ul style="list-style-type: none"> Using glockenspiels and/or recorders, play the easy part (F, G and C). Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening. Compose a simple melody using simple rhythms, and use as part of a performance. 		
<p>Rights Respecting</p>				<p>ABCDE of Rights & Foundation Articles</p> <p>Article 8: Protection and preservation of identity.</p> <p>Article 12: Respect for the views of the child.</p> <p>Article 42: Knowledge of rights.</p> <p>Article 16: Right to privacy.</p> <p>Article 31: Leisure, play and culture.</p> <p>Article 27: Adequate standard of living.</p> <p>Article 23: Children with a disability.</p>	<p>Article 30: Children from minority or indigenous groups.</p> <p>Article 38: War and armed conflicts.</p> <p>Article 29: Goals of education.</p> <p>Article 28: Right to education.</p> <p>Article 13: Freedom of expression.</p> <p>Article 40: Juvenile justice.</p> <p>Article 6: Life, survival and development.</p>	

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				<p>Article 14: Freedom of thought, belief and religion.</p> <p>Article 7: Birth registration, name, nationality, care.</p>	<p>Article 15: Freedom of association.</p> <p>Article 24: Health and health services.</p> <p>Article 32: Child labour.</p>	
<p>French</p>	<p>Ma Famille</p> <ul style="list-style-type: none"> • Accurately pronounce family members. • Describe our family (including name, age and relationship). • Count to 100 in French. • Possessive nouns depend on the gender and quantity of the noun. • Understand how to conjugate s'appeler (to be called) and avoir (to have) in the 3rd person singular. • Apply the vocabulary learnt when discussing their family. 		<p>As-tu un animal?</p> <ul style="list-style-type: none"> • Recognise eight pets and their determiner. • Ask someone if they do or don't have a particular pet and offer a reply. • Understand how to form and use the negative form. • Name their pet using a full sentence. • Use connectives (et/mais) when speaking and writing. 			<p>Boucle d'or et les Trois Ours</p> <ul style="list-style-type: none"> • Accurately identify the English translation for key vocabulary. • Understand the determiner 'the' in French has four versions in French. • Apply the vocabulary learnt to create their own version of Goldilocks and the Three Bears. • Apply accurate pronunciation when presenting their own version of Goldilocks and the Three Bears.